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ABSTRACT

The purposes of this report were: (1) to provide information concerning the policies of the Oregon State Board of Higher Education as they relate to institutional governance, with particular reference to student participation; and to provide a description of the policies and practices adopted in the colleges and universities of the state system regarding student participation in institutional governance, and student conduct and discipline. The report presents: (1) a brief statement of the legal authority of the Board to enact rules and bylaws for its institutions; (2) a review of the essential features of the Board's policy statement on institutional governance, with particular reference to student participation; (3) a summary of institutional efforts to implement Board policies with regard to student participation in governance; and (4) an appendix which presents the Joint Statement on Rights and Freedoms of Students, prepared by 33 representatives from 10 national educational organizations. (AF)

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A REPORT ON
STATE SYSTEM PROVISIONS FOR STUDENT PARTICIPATION IN GOVERNANCE AND FOR STUDENT CONDUCT AND DISCIPLINE

Prepared for the
Oregon State Board of Higher Education
Meeting July 21, 1969
Ashland, Oregon

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Oregon State System of Higher Education

Office of Academic Affairs
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A REPORT ON
STATE SYSTEM PROVISIONS FOR STUDENT PARTICIPATION IN GOVERNANCE AND FOR STUDENT CONDUCT AND DISCIPLINE

Purpose of the Report

The purpose of this report is:

- To provide information concerning the policies of the state board of higher education as they relate to institutional governance with particular reference to student participation.

- To provide a description of the policies and practices adopted in the colleges and universities of the state system with respect to (1) student participation in institutional governance, and (2) student conduct and discipline.

When, in December, 1968, the Board adopted the policy statement on institutional governance with particular reference to student participation (pp. 7-10), it asked that the Board's office report periodically concerning the efforts of the colleges and universities to conform to the Board's stated policies. This is the first of such reports.

The Board's interest in these periodic reports from the institutions is not that of a taskmaster bent upon coercing the institutions by this means to conform to Board policies. Rather it is that of an appreciative governing body which desires on the one hand to be informed concerning conditions in its institutions, and on the other, that the enlightened policies of the institutions be more widely known among the people of Oregon. It is in that spirit that this present report has been prepared.

The report consists of the following:

- A brief statement of the legal authority of the Board to enact rules and by-laws for its institutions (pp. 3-4).

- A review of the essential features of the Board's policy statement on institutional governance with particular reference to student participation (pp. 4-10).

- A summary of institutional efforts to implement Board policies vis-a-vis student participation in governance (pp. 11-50).

- An appendix which presents the Joint Statement on Rights and Freedoms of Students - a statement prepared by 33 representatives from 10 national educational organizations (pp. 51-58).

Authority of State Board of Higher Education
to Enact Rules and By-Laws for Its Institutions

The Administrative Code provides, among other things, that:

> (1) The State Board of Higher Education may, for each institution under its control:
>
> > (a) Appoint and employ a president and the requisite number of professors, teachers and employees, and prescribe their compensation and tenure of office or employment.
> >
> > . . . . . .
>
> (2) The State Board of Higher Education may, for each institution, division and department under its control:
>
> > (a) Supervise the general course of instruction therein, and the research, extension, education and other activities thereof.
> >
> > (b) Enact rules and bylaws for the government thereof, including the faculty, teachers, students and employees therein.

Pursuant to the above authority vested in the Board, the Board early included in its rules a provision that:

> Each institution, through its president, is charged with the responsibility for maintaining appropriate standards of conduct of the students enrolled at the institution and those students living in institution housing or institution-related housing, and each president may expel, dismiss, suspend and place limitations on continued attendance and levy reasonable fines and penalties for disciplinary violations. (G-1 Presidents - General Responsibilities)

For many years these provisions seemed adequate to Board policy needs in the above areas. But as conditions have changed, and as it has seemed desirable or necessary to provide additional policy guidance for the institutions in maintaining effective relationships with their students, the Board has acted.

For instance, following the 1954 Supreme Court landmark decision relative to school segregation, attention was increasingly directed to conditions on college and university campuses that might dispose toward or reflect discrimination based on race, color, or religion. To cope with this problem on state system campuses the State Board of Higher Education enacted the following regulation:

> K-10 Discrimination Based on Race, Color or Religion Opposed.
>
> It is the policy of the Board of Higher Education to oppose and prevent on all campuses under its supervision, all discrimination

based on race, color or religion. Such discrimination is altogether inconsistent with the principles on which American public education was founded and on which it has developed to its present high level of attainment. There can be no room for racial or religious prejudices within the halls of learning.

In line with this policy the Board directs (1) January 1, 1963, recognition of any fraternity or sorority whose national charter requires local chapters to restrict their membership on the basis of race or religion will be withdrawn, and (2) in the future no fraternity or sorority the charter of which contains any discriminatory clause will be permitted to be established (1-26-62, 1-24-61)

Board Policies - Institutional Governance With Special Reference to Students

More recently (December 1968), the Board issued a policy statement on institutional governance with particular reference to student participation therein (pp. 7-10). A calm, reasoned statement, it is worthy of careful reading. A number of the statement's features deserve special comment.

1. The statement was not issued by the Board in response to a crisis situation. To the present in Oregon, we have been almost wholly spared the kind of ugly, destructive confrontations that have riven campus after campus across the country, resulting in property damage and destruction and personal injury. The Board's statement on governance, then, is a statesmanlike presentation of the Board's fundamental beliefs as to the orderly means by which student voices can and ought to be heard within a framework of order and of responsible administration.

2. The Board's statement was not intended to, nor does it diminish either the responsibility for or the authority over the institutions that the institutional executives have traditionally been assigned by the Board. Rather, it affirms that responsibility and that authority, while at the same time recognizing and affirming: (a) the heavy reliance of the president upon the faculty in many areas, including but not limited to: curriculum, subject matter and methods of instruction, research, faculty status, and student status, and (b) the importance of active student involvement in deliberative and decision-making processes affecting students.

3. The statement calls for institutional rules and regulations to: (a) establish guidelines relating to student conduct, (b) set forth prohibited conduct, (c) provide for appropriate disciplinary hearings, and (d) set forth sanctions for violation of institutional rules and regulations consistent with standards of procedural fairness.

4. The statement establishes guidelines to guide the institutions in the development and/or refinement of their rules and regulations relating to students. Positive in tone, these guidelines also contain a clear statement as to some of the kinds of conduct that the Board feels should

be proscribed by the institutions and dealt with by appropriate institutional and/or legal sanctions:

- infringement of students' access to the institution's services by any means not consistent with the orderly, rational processes generally characteristic of the academic community.
- resort to violence, physical abuse of persons, or threats of such abuse.
- destruction of property.
- overt interference with the operation of the institutions.

5. The statement expresses the conviction of the Board that: (a) the students have much to contribute to the deliberative process in many areas affecting their academic lives, and (b) students should be involved in the formulation of institutional policies, rules, and regulations governing student conduct and student participation in the affairs of the academic community. Recognizing, however, that each institution has its own personality, its own style, its own problems, the Board proposes that the precise character of the provisions relating to student involvement in governance, and the mechanism through which such participation ought to occur should be left to the individual institution to determine.

6. The Board recognizes that students are not by reason of their enrollment in our colleges and universities any the less citizens of the general community; that when in violation of general community laws their student status should entitle them to no special consideration by the authorities of the general community.

In the process of the development of the aforementioned policy statement, the Board's committee on academic affairs and the Board discussed the statement thoroughly with the institutional executives and selected members of their staffs and with student representatives from state system institutions.

The Board's statement as it was adopted by the Board December 9, 1968, follows on page 7.

Board Policies Relating to Institutional Governance - With Particular Reference to Student Participation[1]

The central purpose of the colleges and universities of the Oregon State System of Higher Education is to foster the life of the mind - to provide the best possible climate for learning and for extending the range and depth of man's knowledge, making such learning available to the benefit of society - and to relate the life of the mind to the life of man in a fashion to promote the development of mature, intellectually and socially responsible men and women endowed with an ethical sensitivity. In the achievement of these aims will be served the best interests of the state and its citizens.

The environment in which these aims can be most effectively pursued is one of freedom - of independent thought and liberal learning, where reason reigns, where divergence of views and opinion is supported, and where academic freedom is promoted and defended. Our aim must be to foster and protect that freedom, for without it education becomes indoctrination.

The perpetuation of the freedom that our colleges and universities enjoy requires the continuing support of order consistent with the nature of the academic community. To this end, the board of higher education affirms the following grant of authority to the institutional presidents.

General Grant of Authority Given Institutional Presidents

The president is the chief executive officer of the institution over which he presides. He is a member of the chancellor's executive staff and is responsible to the chancellor and the state board of higher education for all aspects of the institution's operation including the custodianship of all real and personal property owned or controlled by the institutions, whether on or off the campus, and for the management and disbursement of all funds received or controlled by the institution. On matters of interinstitutional policy and administration, the president is advisor to the chancellor and the board of higher education.

The president of each institution is responsible for the development for presentation to the chancellor, and the board of higher education (when necessary), of such policies, plans, budgets, and standards affecting the institution as the president considers necessary and/or advisable.

This affirmation of the president's authority reflects the line of responsibility that links the institution to the board. The board understands and affirms: (1) the heavy reliance of the president upon the faculty in many areas, including but not limited to: curriculum, subject matter and methods of instruction, research, faculty status, and student status, and (2) the importance of active student involvement in deliberative and decision-making processes affecting students.

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[1]Adopted by the State Board of Higher Education, December 9, 1968.

Formulation of Institutional Policies

The president of each institution is responsible for the development and administration of institutional policies and rules and regulations governing the role of students and their conduct.

These institutional rules and regulations shall establish guidelines relating to student conduct, setting forth prohibited conduct, providing for appropriate disciplinary hearings, and setting forth sanctions for violation of institutional rules and regulations consistent with standards of procedural fairness. Violations of published institutional policies and rules and regulations will subject the violator to appropriate action as provided for in the aforementioned institutional policies, rules, and regulations.

Suggested Guidelines for Institutional Rules and Regulations

By way of general guidelines for institutional rules and regulations, the Board suggests the following:

Ends To Be Fostered by Institutional Rules and Regulations

Institutional rules and regulations governing student participation and conduct should reflect the institutions' obligations to:

1. Preserve and protect themselves as centers of independent judgment and criticism, freedom of inquiry, and freedom of expression. They must be free alike from arbitrary coercion from within and from unwarranted interference from without the academic community in matters internal to their operation.

2. Assure free and equal access to their services for all students enrolled. Appropriate provision should be made to insure against infringement of students' access to the institution's services by any means not consistent with the orderly, rational processes generally characteristic of the academic community.

3. Maintain an internal structure for governance that will give appropriate roles to students, faculty, and administration in the governance of the academic community. The aim should be to maintain a structure that will foster a sense of community within the institution rather than a spirit of separatism among its elements. And since, in the lively atmosphere of the academic community, differences will arise, efforts should be made to establish an organized, systematic means for recognizing fundamental areas of conflict when they arise, and of dealing with them promptly in an educationally constructive fashion.

4. Preserve and protect the right to assemble peaceably, and the right to petition authorities. But resort to violence, physical abuse of persons, or threats of such abuse, destruction of property, or overt interference with the operation of the institutions is contrary to the spirit

and freedom of the academic community and should be dealt with by appropriate institutional and/or legal sanctions.

5. Reflect in spirit and action a devotion to institutional adaptability to changing needs and changing conditions. Adaptability is essential to continuing institutional effectiveness.

Student Involvement

In fostering the ends cited above, students' interests are being as well served as are the institutions'.

Students should be involved in the formulation of institutional policies, rules, and regulations governing student conduct and student participation in the affairs of the academic community. They have much to contribute to the deliberative process in many areas affecting their academic lives. And quite understandably, their commitment to the resulting policies, rules, and regulations may be expected to be more meaningful if students have participated in their formulation.

More, such joint enterprises involving participation of students, faculty, and administration offer an unexampled learning experience - both for students and for faculty and administration.

For their part, students thus share with the more experienced members of the academic community in the application to problems of genuine interest to students an approach to problem solution appropriate to the academic community, namely, problem analysis, marshalling of information, rational discussion, exercise of persuasion, formulation of reasoned decisions arrived at in the face of competing alternative decisions, submission of the proposed decision for evaluation and criticism.

Faculty and administration, for their part, gain equally. For in some matters, wisdom is not the monopoly of any single segment of the academic community. Moreover, association with students in this context offers a superlative opportunity to come to sense the character of student concerns and the nature of student views.

The extent and the range of the areas of the academic world to be subjected to student-faculty-administration deliberation and decision-making, and the mechanism through which such joint activities should be carried on, are matters best left in the hands of the individual institutions. But the Board ventures to suggest that the wider the range of shared concerns within the institution, the greater the sense of community which is likely to develop.

Administration of Rules and Regulations

Institutional rules and regulations shall provide for procedural fairness in their promulgation and administration.

Sanctions

A range of sanctions of varying gravity is necessary to the administration of effective institutional rules and regulations. Sanctions may range from

warning (notice to the student that continuation or repetition of specified conduct may be cause for other disciplinary action) to expulsion from the institution.

The Student as a Citizen of the Broader Community

Students are not by reason of their enrollment in our colleges and universities any the less citizens of the general community. Neither their rights nor their obligations as citizens of the general community are diminished by their student status. When in violation of general community laws, their student status entitles them to no special consideration by authorities of the general community.

The Board would hope that a spirit of cooperation and conciliation would be reflected in: (1) the processes by which the institutional rules and regulations are developed, (2) the general tenor of the rules and regulations, (3) the attitude of students in their observance, and of the responsible administering authorities in their administration, and (4) the willingness of all elements in the institutions to continue to work toward the general improvement of the working climate of the institutions. Nothing less than the freedom of our institutions is at stake.

Institutional Efforts to Implement Board Policies Vis-à-Vis Student Participation in Governance

No one familiar with the activities of the colleges and universities of the state system can doubt their commitment to the general principles enunciated by the board in its policy statement on institutional governance. We present in the pages which follow a sampling of the evidence of this institutional commitment. We shall not seek to treat the activities on our campuses in complete detail nor all campuses in the same detail, for we have not at hand the same detailed accounts from all campuses. What we present on the pages which follow should be considered indicative only. One who would compare principles and practices on the several campuses in any definitive way should study carefully the basic institutional documents.

The brief summary of institutional practices which follows suggests that:

1. Our institutions reflect the view expressed in the board's policy statement that students "have much to contribute to the deliberative process in many areas affecting their academic lives." Earnest institutional effort is going into devising more effective ways of tapping that student resource to the benefit of the institution and the students.

2. Our institutions are seeking to maintain within the institution a sense of community and to allay any lingering spirit of separatism among the members of that community (students, faculty, administration).

3. Our institutions, recognizing that in the lively atmosphere of the academic community utter and complete tranquillity is neither to be desired nor expected, are seeking to establish organized, systematic means of recognizing fundamental areas of conflict when they arise, and of dealing with them promptly in an educationally constructive fashion.

4. Our institutions are seeking, through effective faculty-student collaboration, to develop meaningful understandings of the rights and freedoms of students - and equally important - their correlative responsibilities.

5. In the area of student relations and student participation our institutions are meeting the challenge of changing times with flexible, adaptable policies which seek to conserve the best of the past and to draw upon what appears to give most promise for the future.

What we have said above is not to suggest that our institutions have been completely successful in attaining these ends. They have not. But we think the evidence is that they are aware of their problems and that they are moving constructively to deal with them.

University of Oregon

Student Participation in Governance

Efforts to involve students in the deliberative, and to some extent decision-making, activities relating to institutional governance at the University are numerous and varied.

- Student Government. Student government at the University is actively involved in focusing student attention on numerous issues that student leaders feel are crucially related to the central core of university functioning, including such matters as: curricular development, instructional improvement, academic policies generally (e.g., admissions policies, standards for student retention, grading practices, graduation requirements, faculty evaluation).

- Participation in Faculty Meetings. General faculty meetings, which for years were closed to all but faculty, are now open to the public with three student representatives, named by the president of the associated students of the University of Oregon, invited to participate and enjoy the privileges of the floor.

- Student-Faculty Council. Established in 1966, the student-faculty council consists of six faculty members and five students, appointed by the University president (in the case of the students, upon recommendation of the ASUO president).

  The council meets monthly and reports at least annually to the general faculty of the University. Its authority and responsibilities are: (1) "to help generate and to increase concern . . . for meritorious teaching, by functioning as a clearing house for concepts, proposals, and suggestions originating with both students and faculty; and to undertake to be a responsible avenue of communication between faculty and students on matters pertaining to questions affecting the status of the student and the teacher. . . ." (2) "to function as a responsible forum, available for appropriate information and advice, whenever so requested by the President, the Faculty Senate, and the ASUO Senate."

- General Convocations. Faculty-student free and open discussions about significant matters relating to the University's objectives and functioning are being encouraged in a variety of ways. We present here only two illustrations:

  - The graduate school and the graduate student council have jointly sponsored during the 1968-69 school year a series of invitational conferences designed to provide an opportunity for faculty-student consideration of critical issues.

The conferences are invitational not for the purpose of excluding anyone, but only to permit the planning group to plan adequately for activities appropriate to the number of expected participants. Any student or faculty member is invited to participate.

Among the topics suggested for discussion are:

- Teaching and research. (Is there a conflict?)
- Admission to the University. (How selective should it be?)
- How should student quality be evaluated (degree requirements, grading systems, examinations)?
- Alternatives to departments as basic units of organization within the University.
- The selection of course content. (Can a college course be both comprehensive and relevant?)
- Decision-making in the University. (Who should participate and how?)
- Applied research in the social sciences. (Is it a University concern?)
- The funding of scientific research.
- Teaching the humanities. (Do graduate programs prepare adequately for it?)
- Professional graduate degree programs. (How should they differ from the PhD?)

Interest in these conferences has been good with the participants about equally divided between students and faculty. The conferences will continue through the spring term 1969.

- Under the auspices of the Academic Forum (consisting of the deans of colleges and schools within the University) and the Associated Students of the University there was held in May, 1969 a general convocation of students and faculty "to examine the priorities and objectives of the University" and to discuss priorities for the commitment of funds and personnel in line with the agreed-upon objectives. The convocation began on Sunday, May 4, and continued through Friday, May 8, with all classes canceled Wednesday afternoon and Thursday in order that the full attention of the University community might be centered upon the convocation. Apart from the specific understandings between and among students and faculty that resulted, the convocation gave evidence of the earnest desire of the institution to foster the fullest possible communication among the several elements of the University community.

. Student Participation on Faculty and Administrative Committees. Significant strides are being taken at the University to increase student participation by providing for student representation on faculty and administrative committees. This development is of particular significance, for it is through these established, standing committees that much of the governance of the institution is carried on.

Faculty and administrative committees on which students and faculty presently serve are:

Assembly and University Lectures
Buildings and Grounds
Campus Development
Educational Experimentation, Innovation, and Improvement
Faculty-Student Council
Intercollegiate Athletics
Student Conduct
Student Financial Aids
Student Publications Board

Recently, at the direction of the general faculty, an ad hoc committee of four faculty members was appointed jointly by the faculty advisory council (a powerful campus body consisting of seven faculty members elected by the faculty to advise with the president on university matters) and the faculty senate to recommend ways of involving more students in the governance of the University. The committee held weekly meetings during November and December, 1968. At the invitation of the committee, the president and vice president of the Associated Students of the University of Oregon and several other members of the student senate have attended and participated in most of these meetings.

The committee's report (dated February 25, 1969) presents for consideration by the general faculty of the University, recommendations which, if favorably acted upon by the faculty, would provide for student representation on 15 additional faculty and administrative committees, as follows:

Faculty Committees	Recommended Student Membership	Faculty Membership
Academic Requirements	1	6
Admissions Policy	2	6
Assembly and University Lecture	3	7
Advising	2	4
Broadcasting	2	4
Curriculum	1	4
Library	2	9
Scholastic Deficiency	2	10
Teacher Education	3	16
Administrative Committees		
Festival of Arts	3	13
Off-Campus Scholarship & Grants	1	5
Predental Advisory	1	2
Premedical Advisory	1	4
Safety Council	1	2
Students From Abroad	2	6

The recommendation proposes that the student members be nominated by the student senate for appointment by the president of the University.

The faculty senate has considered the foregoing committee recommendation and approved it unanimously. The report will now go before the general University faculty for consideration at its April, 1969 meeting.

Student Conduct Program at the University

In the fall of 1963, the general University faculty adopted a student conduct code. Since then, the code, amended from time to time, has governed the University community in the exercise of its disciplinary powers.

The code as adopted was not the product of a hurried decision called forth by a crisis situation. The issues to which the code spoke had been under discussion by a faculty committee, the general faculty, and the president and his administrative staff for some time prior to the appointment of the committee which drafted the code. The drafting committee consisted of three faculty members and two students, with administrative personnel (notably the president of the University) serving in an advisory capacity.

General Policies

The University's conduct code sets forth the general policies underlying it as follows:

1. The University is dedicated not only to learning and the advancement of knowledge but also to the development of ethically sensitive and responsible persons. It seeks to achieve these goals through a sound educational program and policies governing student conduct that encourage independence and maturity.

2. The University distinguishes its responsibility for student conduct from the control functions of the wider community. When a student has been apprehended for the violation of a law of the community, the state, or the nation, the University will not request or agree to special consideration for the student because of his status as a student. The University will cooperate fully, however, with law enforcement agencies, and with other agencies in any program for the rehabilitation of the student. Ordinarily, the University will not impose further sanctions after law enforcement agencies or the courts have disposed of a case.

3. The University may apply sanctions or take other appropriate action only when student conduct directly and significantly interferes with the University's (a) primary educational responsibility of ensuring the opportunity of all members of the University community to attain their educational objectives, or (b) subsidiary responsibilities of protecting the health and safety of persons in the University community, maintaining and protecting property, keeping records, providing living accommodations

and other services, and sponsoring non-classroom activities such as lectures, concerts, athletic events, and social functions.

4. Procedural fairness is basic to the proper enforcement of all University rules. In particular, no disciplinary sanction as serious as expulsion, suspension, disciplinary probation, or entry of an adverse notation on any permanent record available to persons outside the University shall be imposed unless the student has been notified in writing of the charges against him and has had an opportunity (a) to appear alone or with any other person to advise and assist him before an appropriate committee, court or official, (b) to know the nature and source of the evidence in his own behalf, and (c) to have his case reviewed by the Student Conduct Committee.

5. Students shall have an opportunity to participate fully in the formulation of all policies and rules pertaining to student conduct and in the enforcement of all such rules.

6. Rules and sanctions affecting the conduct of men and women shall be based on general principles of equal treatment, including like penalties for like violations.

7. No sanction or other disciplinary action shall be imposed on a student by or in the name of the University except in accordance with the student code.

Violations

1. The code provides that expulsion or suspension from the University or any lesser sanction may result from the commission of any one of the following offenses:
   a. Academic cheating or plagiarism.
   b. Furnishing false information to the University with intent to deceive.
   c. Forgery, alteration, or misuse of University documents, records, or identification cards.
   d. Conduct which intentionally disrupts or obstructs the educational process. (This is the most recent addition to the list of violations. It was added to the code by vote of the general university faculty in December, 1968 upon recommendation of the student conduct committee. Previous to this faculty action, campus disruptions were punishable by expulsion or suspension only if they involved physical abuse of another person, malicious destruction of property, or vandalism.)
   e. Physical abuse of another person in the University community.
   f. Malicious destruction, damage, or misuse of University property.
   g. Theft or conversion of another's property occurring under the conditions of item 3 in the general policies above.
   h. Vandalism or kidnapping committed on other campuses.

i. Participating in hazing.
j. Lewd or indecent conduct occurring under the conditions set forth in item 3 of the general policies above.
k. Two or more (or the repetition of) offenses listed in paragraph 2 below.

2. Disciplinary probation or any lesser sanction may result from the commission of any of the following offenses:

a. Possession, consumption, or furnishing of alcoholic beverages on University-owned or controlled property (except in living quarters of married students), in University-related housing for single students, or at University-sponsored or supervised functions.

b. Disorderly conduct, including disorderly conduct resulting from drunkenness, occurring under the conditions of paragraph 3 of the general policies (p. 16).

c. Raiding of University-related living units.

d. Violation of closing hour restrictions.

e. Violation of visiting hour rules.

f. Violation of any University rule approved by the student conduct committee for the infraction of which sanctions may be imposed in the code.

Sanctions

1. Sanctions which may be imposed for University offenses are listed as including:

a. Expulsion from the University.

b. Suspension from the University for a definite or indefinite period of time.

c. Disciplinary probation with or without loss of designated privileges for a definite period of time. The violation of the terms of disciplinary probation or the infraction of any University rule during the period of disciplinary probation may be grounds for suspension or expulsion from the University. The parents of any student under 21 years of age who is placed on disciplinary probation, suspended, or expelled shall be so notified.

d. Loss of privileges:

(1) Restriction to campus living quarters.

(2) Denial of use of an automobile for a designated time.

(3) Removal from dormitory or other University housing.

(4) Loss of such other privileges as may be consistent with the offense committed and the rehabilitation of the student.

(5) Admonition and warning.

(6) Such other sanctions as may be approved by the student conduct committee.

2. The sanctions of expulsion or suspension may not be imposed except upon determination by the student court or the student conduct committee.

3. The general policies, violations, and sanctions are to be printed and made available to all students, and the campus newspaper asked by the student conduct committee to publish the same at the beginning of each academic year.

Group Offenses

Group offenses and sanctions therefor are defined as follows:

1. Living organizations, societies, clubs and similar organized groups are responsible for compliance with University regulations. Upon satisfactory proof that the group has encouraged, or did not take reasonable steps, as a group, to prevent violation of University regulations, the group may be subjected to permanent or temporary suspension of charter, social probation, denial of use of University facilities, or other like sanctions.

2. All living organizations are held to be responsible for compliance with the University regulations on discrimination. Upon satisfactory proof that the group has encouraged or did not take reasonable steps as a group to prevent violations of University regulations, the group may be subjected to permanent or temporary suspension of charter, social probation, denial of use of University facilities, or other like sanction.

3. The determination that a group is liable to sanction under the foregoing sections 1 and 2, and of the sanction to be imposed, shall be made by the student conduct committee at a hearing held for that purpose. The president or principal officer of the group must be given reasonable notice of the time and place of said hearing and of the nature of the charge. He and any other member of the group is entitled to attend and be heard at the hearing.

4. Nothing herein authorizes the imposition of individual sanctions on any person other than in accordance with the code of student conduct.

Function of Student Conduct Committee

By faculty legislation and by delegation of the president, the student conduct committee is designated as the agency within the University which has primary responsibility for the student conduct program. Its responsibilities include:

- Recommending policies relating to student conduct.
- Formulating or approving rules and enforcement procedures within the

framework of existing policies.
- Disposing of such individual cases as may properly come before it.
- Recommending to the president of the University changes in the administration of any aspect of the student conduct program.

The student conduct committee consists of four faculty members and three students, each appointed by the president of the University. An associate dean of students serves as the secretary of the committee and coordinates the activities of all officials, committees, student groups, and tribunals responsible for student conduct.

All rules or regulations relating to student conduct that are established by any University official, committee, or student group and for which sanctions may be imposed in the name of the University must be submitted to the committee for approval.

The committee is empowered to delegate jurisdiction to handle infractions of University rules to the student court and such other tribunals as may be established. With the consent of the president of the University, the committee also may delegate such jurisdiction to appropriate University officials. In all such instances, the student conduct code requires that such jurisdiction shall be defined by the committee, ordinarily in terms of specified offenses, maximum sanctions, or designated living units. The committee may, at its discretion, withdraw delegation of jurisdiction in any case and dispose of such case itself.

The conduct code calls for the student conduct committee to require from University officials and tribunals periodic written reports of the disposition of all student conduct cases handled under their jurisdiction. The committee is charged with examining these reports for consistency with existing policies and, where necessary, reviewing the reports with the appropriate officials and tribunals.

Annually, during the spring term, the student conduct committee is required (1) to submit a written report covering the entire student conduct program, including an evaluation of existing rules, policies, and enforcement procedures, and (2) to recommend changes in policy, to the faculty and the president, and changes in the administration of the program to the president of the University.

Student Tribunals

The student court consists of five students and two faculty members, each appointed by the president of the University. The student members are recommended by the president of the associated students. The jurisdiction of the student court and its procedural rules are established and approved by the student conduct committee.

The student conduct committee with the assistance of the associate dean of students is empowered to establish minor tribunals composed of students. When appropriate, University officials or faculty members are called upon to serve as advisors of these minor tribunals. Such minor tribunals cannot impose the sanction of expulsion or suspension.

Power to Amend the Student Conduct Code

The code may be amended only by action of the general faculty of the University.

Administration of the Code

The student conduct code then sets forth detailed provisions governing the authority and the general procedures to be employed in: (1) the student court, (2) minor courts, (3) fraternity and sorority tribunals, and (4) student traffic court.

These procedures protect the right of due process and establish appeal procedures through which an aggrieved student may appeal from "any decision of any court that imposes any sanction and from any decision of a counselor that imposes a sanction."

Rules and Regulations

Included in the code are the following types of rules, violation of which may result in the application of sanctions: (1) dormitory rules; (2) visiting rules; (3) social activity eligibility; (4) rules establishing the sufficiency of evidence required to test whether or not living organizations are guilty of discrimination on the basis of race, color, or religion; (5) rules forbidding students from converting to their own use or profit the property of another, or from bringing firearms onto the campus.

Individuals interested in understanding fully the operation of the student conduct program at the University of Oregon should study carefully the pamphlet entitled Student Conduct Program, University of Oregon, which is available from the University.

Oregon State University

Student Participation in Governance

Opportunities for OSU students to participate in deliberative and decision-making activities relating to institutional governance, particularly in those areas where students are most concerned, are substantial, and they are increasing.

. Student Government. Emphasis in student government at Oregon State University is upon "the development of opportunities for significant participation by students and the sharing of responsibilities with faculty and administrators."

The OSU student senate is a governing and coordinating body concerned with "policies and services affecting students." Consisting of 26 members, it brings together: first and second vice presidents of the associated students, three off-campus students, the presidents of the four classes, and representatives of such groups as: inter-fraternity council, panhellenic council, men's and women's residence hall councils, intercooperative council, the professional schools (e.g., agriculture, business and technology, education, engineering, forestry, home economics, pharmacy), Memorial Union, associated women students.

The subcommittees, through which the student senate accomplishes much of its work, suggest the range of the senate's interests and its activities:

- Academic and cultural affairs committee (grading and curriculum, entrance and academic requirements, teaching and evaluation, advising, student-faculty relations, convocations, lectures, international relations, the arts).

- Student activities committee (all-campus social events, special weekends, intramurals, intercollegiate athletics and recreational sports, Barometer and Beaver, rally).

- Student conduct committee (student misconduct such as academic dishonesty, vandalism, demonstrations; student discipline; student regulations such as off-campus living regulations; closing hours for women).

- Physical operations committee (traffic, building use and maintenance, planning and building, health service, tuition and fees, registration).

In addition to the foregoing student senate committees there are the following student committees; Dad's weekend, fine arts (to plan

and promote the fine arts festival), homecoming, Mother's weekend, new student week, opportunity OSU (to inform high school students of the opportunities at college, especially at OSU), people-to-people (to promote better relations and understanding between foreign and American students), rally, student insurance committee (to provide medical insurance at least possible cost to OSU students), public affairs committee (to alert students to local, state, national issues), Beaver benefit (to raise money for charity), international activities committee (to help sponsor programs and events of a social or cultural nature involving international students at OSU), course review (to encourage improvement of teaching).

- Participation in Faculty Meetings. Faculty senate meetings are open meetings, with students free to attend as they wish.

- Student-Faculty Council. The student-faculty council provides a forum for the discussion of academic matters which members of the council think worthy of consideration. Matters may be, and sometimes are, referred from the council to the administration, the faculty senate, or student senate, as seems appropriate.

- General Convocations. As at the University of Oregon, there are from time to time convocations in one form or another offering opportunity for student-faculty-administration interaction on matters of special interest to students.

- Student Participation on Faculty and Administrative Committees. OSU has 32 joint student-faculty committees involving 225 faculty members and 118 students, and a human rights and responsibilities commission consisting of six faculty members and three students. The joint committees are as follows:

Committee	Students	Faculty
Academic Requirements	2	7
Advancement of Teaching	4	6
Classroom Television	2	8
International Education	3	12
Library	2	9
Recognition and Awards	4	8
University Honors Program	2	5
Student-Faculty Council on Academic Affairs	6	6
Campus Planning	2	9
Commencement Week	1	13
Convocations and Lectures	8	9
Examinations	1	5
Registration and Scheduling	1	8
Traffic Committee	3	7
Traffic Student Court	5	
Educational Activities	5	3
Financial Aid	3	7
Health Service	3	8
Drug Education	4	8

Committee (Continued)	Students	Faculty
Homecoming Steering	7	4
New Student Program	3	9
Recreational Sports	5	4
Special Services Committee	3	8
Student Activities	8	9
Student Conduct	4	7
Student Housing	6	9
Student Publications	6	7
University Discipline	5	4
Centennial	2	7
Memorial Union Board of Directors	4	4
OSU-Corvallis Music Assn.	2	6
Intercollegiate Athletics	2	9
Total	118	225

The president's commission on human rights and responsibilities (six faculty members and three students each appointed by the president) was established March 7, 1969 and given the responsibilities cited below from the official announcement in the OSU Staff Newsletter of that date:

> Consistent with the first two paragraphs of the President's Policy Statement of February 28, 1969, a President's Commission on Human Rights and Responsibilities to be appointed by and advisory to the President is hereby established.
>
> 1. To conduct a continuing evaluation of the programs, policies and procedures of the University to assure its recognition of the fundamental importance of human rights and responsibilities and to develop recommendations in these areas. The Commission will review the appellate procedures which serve students and faculty members in individual departments and schools.
>
> 2. To hear appeals made by any individual student or faculty member, or by groups of students or faculty members, who wish to appeal a decision made at the next lower administrative level.
>
> 3. To assist and advise the President in the review of any question or appeal referred to the commission by the President or through his office concerning a possible infringement of human rights.

And from the report of the executive committee of the faculty senate dated March 13, 1969 come two items which indicate that there is interest on the part of students and faculty at OSU in considering the extension of joint faculty-student activities and in improving

the effectiveness of the functioning of joint student-faculty committees. The executive committee reports that:

- Several student leaders, including members of the ASOSU Senate have invited the Executive Committee to identify several members of the Faculty Senate who might wish to participate in a study aimed at establishing a Student-Faculty Senate. If any member of the Senate would be interested in working on the development of such a proposal, the Executive Committee asks that he express his interest as soon as possible to the Executive Committee. An ad hoc group may be appointed to work with the students on this matter.

- The Executive Committee has received from Professor Lowry and nine other Senate members a proposal to conduct a study and develop reports aimed at improving (not questioning) the effectiveness of joint student-faculty participation on University committees. This proposal is on the Executive Committee's agenda for further consideration.

Student Conduct and Discipline

General Policies Relating to Student Conduct and Discipline

From the OSU student handbook we take the following statement of general policy:

> The aim of Oregon State University is to provide both opportunity and inspiration for gaining knowledge and for developing attitudes, abilities, and values which contribute to living in a democratic society. In keeping with this aim, the University expects its students to evidence responsible behavior. Students who enroll in Oregon State University accept responsibilities to the University in addition to their responsibilities as citizens. The conduct and social action of students, either on or off campus, is of concern to the University.
>
> Policies concerning the general conduct of students either as individuals or as part of a group, are formulated by the Student Conduct Committee / consisting of four students and seven faculty members/. Policies and regulations pertaining to social and educational activities, including those of a money-raising nature, of all student organizations are the responsibility of the Student Activities Committee /eight students, nine faculty members/. These policies, after approval by the President of the University, constitute guidelines for the students of the University.

Responsibility of Individuals

Continuing from the OSU student handbook:

> Laws, regulations, and rules represent man's best efforts to create a livable society and to induce socially acceptable behavior. Students at Oregon State University are expected to be mature, law-abiding, and responsible in their general behavior. Accordingly, they are expected to: obey national, state, and local laws; respect the rights and privileges of others; be forthright and honest in all their social and academic conduct; and in general conduct themselves in a manner which brings credit to themselves and to the University.
>
> In addition to national, state, and local laws, students are expected to obey university regulations. These regulations state clearly some things which students must do and some specific things which they must not do if they wish to remain associated with the institution. The University, however, does not attempt to define by formal rules every action that is forbidden. In situtions not covered by specific regulations, a student should use common sense and be sure that his conduct is at all times consistent with that expected of a nature, responsible individual possessed of high ethical standards.

All-University Policies and Regulations

These regulations discuss the university prohibitions against:

- Academic Dishonesty (dishonesty in assignments, examinations or other academic work), which may result in suspension or expulsion from the university.

- Alcoholic Beverages, possession of which or furnishing, and/or use of which (including wine and beer) "is prohibited by the University to all persons at all times while on university-owned or controlled property and in any recognized student living unit. Violation of any law or ordinance concerning alcoholic beverages may result in probation or suspension for the individuals involved, in addition to any penalty imposed by the civil courts."

- Use, Possession, Distribution or Sale of Drugs or Narcotics may subject the student involved to disciplinary action by the university.

- Falsification of University Records, which, if wilfully done, will render the student subject to "immediate suspension."

- Hazing or any practice by a group or individual that degrades a student, endangers his health, jeopardizes his safety, or interferes with class attendance. Violation of hazing regulations may result in suspension of the individuals involved, dissolution of or withdrawal of university recognition from the offending university group, or disciplinary probation for the officers of the group with possible mandatory removal from office.

. Illegal Entry (presence in university buildings after closing hours without permission) which will render the student subject to suspension.

Under the heading "Freedom of Expression and Accompanying Responsibilities" the OSU student handbook comments on another aspect of prohibited conduct, as follows:

> Oregon State University respects the freedom of students to examine and to discuss all questions of interest to them and to express opinions publicly or privately. This philosophy further recognizes the freedom to support causes by any orderly means which do not disrupt the regular and essential operations of the institution. the University regards demonstrations that obstruct and restrain other members of the academic community and campus visitors by physical force as destructive to the pursuit of learning itself and of a free society.
>
> Avenues are always available for immediate and constructive communication among students, faculty, and administrators to resolve issues of dissent. To assure adequate communication, demonstrations must be scheduled in advance with the Activities Center.
>
> Actions which employ unlawful means for their realization, subject offenders not only to university disciplinary action including possible suspension and/or expulsion, but to civil and criminal jurisdiction as well. The following actions, among others, cannot be permitted.
>
> 1. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other university activities, including its public service functions.
>
> 2. Interference with or restraint of the freedom of lawful expression or movement of others.
>
> 3. Unauthorized occupancy of university facilities or blocking access to or exit from such areas.
>
> 4. Interference with university traffic (pedestrian or vehicular).
>
> 5. Infringement of the rights of students, faculty, staff, and/or other authorized persons to gain access to any university facility for the purpose of attending classes, participating in an interview, university conference, or other customary and necessary university activities.
>
> 6. Picketing conducted beyond the limitations of nation, state, and local laws and ordinances and in violation of university regulations.

Recognized student organizations are permitted to invite speakers to the campus to address their own members and other interested students and staff with the provisions that: (1) suitable space is available, (2) such appearances do not conflict with the regularly scheduled program of the university,

and (3) the audience be given the opportunity to question the speaker during or at the conclusion of the speech. If general education space is to be used, the program must be sponsored or co-sponsored by an instructional department on campus.

There are in the OSU student handbook additional regulations covering numerous other matters relating to conduct and discipline such as: the responsibility of student organizations; the use of university property; scheduling of social, recreational, or educational events; off-campus events and trips; chaperones, hostesses, closing time at social events; living group visiting hours, and the like, but we shall not here treat them.

Disciplinary Actions and Procedures

The OSU student handbook outlines sanctions for violations of university rules and regulations ranging from warning to expulsion. Special mention is made of the fact the "these university disciplinary actions will be imposed in addition to the sanctions ordered by the courts of law." Elsewhere in the handbook it is said that, "It is important to point out that violations of national, state, or local laws make a student liable not only to prosecution and punishment by civil courts but also to disciplinary action by the University."

As to the procedures followed in disciplinary cases, the handbook says:

> In enforcing student conduct regulations, the University makes every effort to be fair to the student in keeping with democratic practices. Major disciplinary action (suspension or expulsion) will not be taken without providing the accused student an opportunity to hear the charges against him, be present to offer information in his own behalf, and be accompanied by a member of the faculty, or fellow students, or any third party if he so desires. Because the focus is on the education of students, disciplinary hearings are conducted as informal inquiries and do not follow formalized courtroom procedures.
>
> a. Suspension or Expulsion. Student offenses judged serious enough to warrant possible suspension or expulsion are usually referred by the Dean of Students to the University Discipline Committee. All decisions of the Committee shall be in the form of recommendations to the Dean of Students. Final disciplinary action is taken by the Dean of Students subject to appeal to the President of the University through the Student Conduct Committee.
>
> Status of Suspended Students - Students who have been suspended from Oregon State University are denied any privileges of the institution during the period specified, including that of residing in any fraternity, sorority, university approved house, cooperative, or residence hall during the period of suspension.
>
> b. Probation or Warning. Student offenses not judged serious enough to warrant suspension or expulsion are handled by the Deans of Men and Women. Decisions are subject to final appeal to the Dean of Students.

c. Disciplinary Action Appeals. Requests for an appeal, and the justification thereof, must be submitted in writing to the Student Conduct Committee through the Dean of Student's Office. The following steps should be taken by the students:

(1) Appeals must be made within a 30-day period following action taken.

(2) Specific justification for appeal must be submitted in writing by the student.

(3) General information about the student should be included with the appeal.

The Student Conduct Committee will review the records involved with the appeal and recommend to the President either of two actions: (1) that the case stand as originally heard or (2) that it be reopened.

A suspended student wishing to return to the University and to a given school must apply for reinstatement by writing to the Office of the Dean of Students. Such a request must include the reasons for seeking reinstatement and such other pertinent information as the student may wish to submit. The request will be reviewed by the Dean of Students and the Dean of the School to which the student is applying. The student will be notified of the decision by the Dean of Students.

Institutional Committees Responsible for Developing and Administering Rules and Regulations Relating to Student Conduct

Two all-university committees have responsibility for developing institutional rules and regulations for student conduct. These are: (1) the Student Conduct Committee and the Student Activities Committee.

Student Conduct Committee. All rules and regulations governing student conduct and discipline are formulated by the University Student Conduct Committee, subject to approval by the president of the university. These include conduct of students either as individuals or as members of a group.

The foregoing committee is composed of seven faculty members and four students. One of the four students is also chairman of the ASOSU Student Conduct Committee. The assistant dean of students is a non-voting member of the committee.

The committee also serves as a policy-making body for the University Discipline Committee, concerning which more is said below.

Student Activities Committee. The Student Activities Committee has responsibility for developing policies and regulations for student organizations subject to approval by the president of the university. The committee is responsible for recognizing all student organizations. The committee consists of nine faculty members (one of whom is the non-voting secretary of the committee) and eight students.

University Discipline Committee

The University Discipline Committee is the body of original jurisdiction for disciplinary cases involving such groups or individual students as University officials refer to it. This committee may recommend any university disciplinary action provided for in the OSU Student Handbook, including suspension and expulsion. The president of the University acts on all recommendations for suspension or expulsion.

Membership of the committee includes four voting faculty members one of whom is chairman, and five voting students.

Other Disciplinary Committees

Other disciplinary committees in the residence halls handle behavior problems or a less serious nature involving resident hall students. These committees are composed entirely of students.

Individuals interested in understanding fully the operation of the student conduct program at Oregon State University should study carefully the pamphlet entitled Oregon State University Student Handbook, available from OSU, which covers these matters in greater detail and completeness than is possible in this present report.

Recent Developments

Among the most recent developments (reported in June, 1969) are the following:

1. Adoption of a Student Bill of Rights and Responsibilities, which was developed by several student-faculty committees and approved by the OSU student senate and faculty senate, and signed by the president of the University in April, 1969. The statement was patterned somewhat after the Joint Statement of Rights and Freedoms of Students found in the appendix, pp. 51-58, which was developed by 33 representatives from ten national educational organizations.

2. A student-faculty week-end conference was held at the Salishan Lodge on the coast for the purpose of discussing the goals and objectives of Oregon State University and the means whereby students, faculty, and university administration could work effectively together to advance those objectives and goals. From all reports, the conference was considered a complete success. Similar such get-togethers are likely to be held at intervals in the future.

3. All of the disciplinary units of Oregon State University including the residence halls now have by-laws which contain specific provisions relating to student participation and the procedures to be followed in the administration of justice, including due process, right of appeal, and related matters.

4. The number of schools and departments with established student-faculty councils or committees which will permit more student involvement in curricular planning, teacher evaluation, and general policy development affecting the department or school is reported to have increased in 1968-69.

5. Under consideration as of June, 1969 is the establishment of a joint student-faculty senate. The ASOSU senate established an executive committee spring term 1969 consisting of the president, first vice president, treasurer, and two senators to meet with the executive committee of the faculty senate during 1969-70 in regularly scheduled sessions. This opportunity for exchange of views is considered one of the most important means of increasing opportunities for expanding responsive and responsible relations between the chief student and faculty legislative bodies.

Portland State University

Student Participation in Governance

Portland State University students are offered a variety of opportunities to participate in deliberative activities relating to matters that affect them most directly.

. Student Government. The associated students of Portland State University have been particularly active, as we shall describe later, in the development of a statement of student rights and freedoms, which has now been approved by both the student senate and the faculty senate.

. General Convocations. As with other state system institutions, PSU holds forums, discussions, or conferences which bring students, faculty, and administration together in a mutual consideration of some of the important issues that give meaning and life to the institution. For instance, in the spring of 1968 a convocation was held involving substantial numbers of students and faculty in a consideration of curriculum and instruction at PSU. A student-faculty planning committee planned the convocation. Attendance was made up of roughly 20 percent students, 80 percent faculty.

. Student Participation on Faculty and Administrative Committees. PSU's interest in giving students a voice in matters that have traditionally been regarded as the faculty domain is reflected in the fact that of the 11 all-university committees provided for in the faculty constitution, students are given a place on the following nine committees:

Academic Requirements
Curriculum
Elections
General Student Affairs
Graduate Council
Honors Council
Intercollegiate Athletics
Library
Teacher Education

The two faculty committees on which the students have not been given place are: Research and Publications, and Scholastic Standards.

Of the 15 administrative and other committees listed in the faculty handbook, students are given place on the following ten:

Academically Controlled Auxiliary Activities
Acquisition of Arts and Artifacts
All-University Committee on Facilities Planning
Campus Security
Computer Facility
Development
Financial Aids
Public Events
Publications Board
Student-Faculty Hearing

The five such committees on which students are not given representation are:

Arbitration Panel
Deadlines Appeals
Insurance and Fringe Benefits
International Programs Advisory
Teaching Resources and TV

Of the 11 ad hoc committees listed in the 1968-69 faculty handbook, students have been given representation on the following two:

Physical Education Building Utilization
Religious Study

Ad hoc committees on which students do not have representation are:

Care of Research Animals
Gerontology
Gifts, Grants, and Contracts
Guidelines for Pay, Promotion, and Tenure
Human Subjects Research
Patent Policy
PSU-PCC Relations
Radiation Safety
Special Fund for the Improvement of Teaching and Curricular Practices

It should also be noted that students are sharing with faculty, administration, and others membership on the important commission on goals appointed by President Wolfe.

Student Conduct and Discipline

PSU reports that:

> In the area of student conduct and discipline, students are actively involved both through the student senate and through the general student affairs committee. For example, the student senate and the general student affairs committee jointly gave attention to the Statement on Rights and Freedoms of Students which was approved by the faculty senate last fall. The newly constituted general student affairs committee reflects the general philosophies stated above in that it is now composed of seven students, seven teaching faculty, and seven members of the administration.

Adoption of Statement of Student Rights and Freedoms

After extended student-faculty discussion extending over several months, the PSU student senate and faculty senate have adopted a statement on student rights and freedoms patterned after the Joint Statement on Rights and Freedoms of Students which was drafted in June, 1967, by representatives from the American Association of University Professors, U. S. National Student Association, Association of American Colleges, National Association of Student Personnel Administrators, and National Association of Women Deans and Counselors. We have included a copy of the above joint statement as an appendix, pp. 51-58.

Southern Oregon College

Student Participation in Governance

There are numerous avenues for students to participate with faculty and administration in matters that relate to the governance of SOC. The ones suggested here are only illustrative.

. Student Government. The senate form of government for students of Southern Oregon College has been in operation since May, 1965, when the constitution was officially adopted by the associated students.

The student senate is composed of the president, first and second vice-presidents, secretary, treasurer, and business manager of the associated students; nine senators elected at-large, two elected by each of the four classes, two graduate senators elected by the graduate students at SOC; and the four class presidents.

The list of student senate standing committtees suggests something of the nature of the interests of the associated students. The committees include:

Concert and Lecture	Constitution
Academic Affairs	Elections
Faculty Documentation Board (Faculty rating, etc.)	Publicity
	Honors Council
Publications	Interinstitutional Committee on Higher Education
Student Affairs	
Traffic Appeals	Liaison (with Ashland City Council)

. Participation in Faculty Meetings. Faculty senate and general faculty meetings are open to students and students may speak.

. General Convocations. From time to time at SOC, special forums or discussions involving students, faculty, administration are held for the purpose of considering together one or more of the crucial questions relating to such matters as institutional goals and the methods of their attainment. There was, for example, a forum of this character in January, 1969. Another was held spring term, which provided opportunity for discussion by students, faculty, and administration of some aspects of SOC's academic programs. The students, dean of faculty, and faculty representatives planned the forum.

. Student Participation on Faculty and Administrative Committees. SOC students have membership on the following faculty committees:

Academic Policy	Curriculum	Library
Campus Development	Honors Council	Programs
Communications Media	Intercollegiate Athletics	Student Affairs

They also have membership on the following administrative committees:

The Administrative Triad
(President of College, President of Associated Students, Chairman of the Faculty Senate)
Alumni Relations
Bookstore (Advisory)
Britt Student Union Board
Campus Chest-United Fund
Community College Liaison
Fee Distribution
Interfaith Council
Outdoor Education
Safety and Security Council
Student Honors and Awards
Town and Gown Cooperation

Student representatives have also worked with faculty and administration on: parking rules and regulations, formation of a grievance committee, liberalization of regulations in the campus residence halls.

During the winter and spring terms of the 1968-69 school year, SOC worked assiduously at the task of expanding opportunities for joint student-faculty activities in the governance of the institution.

. Following the November, 1968 meeting of the Board's committee on academic affairs, at which was discussed a preliminary draft of a Board policy statement on institutional governance with special reference to student participation therein, the preliminary statement was reviewed by President Stevenson with the dean of students and the faculty student affairs committee.

. Following the adoption of the Board's policy statement in December, 1968, the SOC faculty senate reviewed it and referred it to the student senate, with the request that that body study the document and make such recommendations to the faculty senate as the student senate felt would bring SOC more nearly into accord with the Board's policy statement. The student senate completed its study of the statement and reported to the faculty senate in April, 1969. The recommendations of the student senate were accepted by the faculty senate and steps taken to implement them.

. Also during the spring term 1969 the student affairs committee of the faculty senate conducted a survey on the subject of student participation in governance, with a view to determining how student-faculty joint participation on institutional committees could be made more effective. The report was adopted by the faculty and steps have since been taken to implement the recommendations of the report, the most important aspect of which was to increase student representation on institutional committees.

It ought perhaps not to go unnoted that at the November, 1968 meeting of the Board's committee on academic affairs, at which student participation in institutional governance was under discussion, the president of the SOC student body volunteered to the Board's committee that the students at SOC were very much satisfied with the nature of the role they were playing vis-a-vis the faculty and the administration, and in institutional governance in general.

The foregoing activities by the faculty senate and the student senate are expected to result in a thorough review of the student-faculty-administration roles in the governance of SOC. The ultimate aim is to insure that SOC is in full compliance with the spirit of the Board's policy statement.

Student Conduct and Discipline

Violations

Violations for which institutional sanctions may be applied include:

- Possession, furnishing and/or use of alcoholic beverages or narcotics, while on college-owned or controlled property.
- Academic dishonesty (dishonesty in assignments, examinations, or other academic work).
- Demonstrations or similar activities that interfere with the operation of the college.
- Unauthorized occupancy of college facilities.
- Violations of rules and regulations governing residence halls.
- Conduct unbecoming an SOC student.

Sanctions

Sanctions which may be applied at SOC include:

- Probation (for one term or more). Student may remain at the college but on condition of good behavior.
- Withdrawal. This sanction is closely related to suspension in that its object is to remove the offender from campus, but under more seemly conditions than were he suspended.
- Suspension. Student may be suspended indefinitely, being admitted only on the basis of petition which will be scrutinized by the college executive committee (president of the college, dean of faculty, dean of students, dean of administration), or he may be suspended for a specified period of time as defined, following which he is admissible.

The dean of students, in consultation with the president of the college, reviews all suspension cases. Only the president can suspend a student.

Procedures

When charged with a violation, conviction of which would expose the student to one of the foregoing sanctions, the student may elect to have his case heard by:

- The student court (consisting only of students).
- A committee of the faculty specifically appointed for the purpose of hearing a given case.
- Dean of men or dean of women, as is appropriate to the gender of the violator.

It is reported that the majority of students charged with violations elect to have their cases heard by either the dean of men or the dean of women.

The penalty of suspension may not be applied without review of the matter by the president of the college.

The student has right of appeal to the dean of students and president of the college from the findings of the three hearing agencies listed above.

Effective spring term 1969, SOC established a grievance committee made up of students, faculty, and administrators which opens to students an agency to which they may appeal when they feel aggrieved by the actions of any faculty member toward them. The committee is experimental. Its members are appointed by the student affairs committee of the faculty senate, subject to approval of the latter body.

Not detailed in this brief report are the rules and regulations SOC has established for the residence halls. These and other details of the SOC student conduct program can be understood fully only by securing the documents from SOC that detail these matters and studying them carefully.

Oregon College of Education

Student Participation in Governance

OCE has a long tradition of student participation in various aspects of the college life. Those reported here are illustrative.

. Student Government. The student senate at OCE is the body through which there is greatest organized student interaction with faculty and administration on wide-ranging matters. The constitution of the associated students of OCE provides that the student senate shall:

- Call to the attention of the administration any situation likely to jeopardize student concerns and/or welfare.

- Recommend measures for settlement of disputes.

- Hear grievances and suggestions from students, faculty, and administration; study these grievances and suggestions; and take such measures as may be deemed necessary.

- Petition the administration and/or faculty senate in the form of recommendations, proposals, and/or resolutions for redress of grievances.

- Pass all legislation which shall be necessary and proper for carrying into execution the foregoing responsibilities and/or all other responsibilities not prohibited by the constitution and bylaws.

- Approve all senate committee heads and student judicial board appointments, as well as those appointments made to fill vacancies in the senate.

- Formulate policy proposals regarding interinstitutional affairs.

- Approve all student government financial expenditures.

The student senate may have no more than 40 voting members, with each academic department in which a major is offered having one representative, and living areas defined in terms of (1) on-campus, (2) off-campus, (3) commuter, having representation in proportion as the student body is made up of on-campus, off-campus, and commuter students.

. Participation in Faculty Senate Meetings. Meetings of the faculty senate are open meetings and may be attended by students. Two students (the president of the associated students and one other) are seated with the faculty senate, although they do not have voting privileges.

In addition, student representatives are invited to participate in general faculty meetings whenever there appears to be a need for exchange of views between the student organization and the general faculty.

. General Convocations. As in other state system institutions there are opportunities provided from time to time by student groups or through faculty or administrative initiative for students, faculty, and administration to join together in a mutual consideration of some matter crucial to the institution's objectives or its methods for achieving its objectives. For instance, there was recently, over a period of several months, joint consideration by students, faculty, and administration of the lower-division general education goals at OCE and alternative approaches to their attainment. In this instance, the impetus came from the administration, but the participation embraced all three elements of the OCE academic community.

. Student Participation on Faculty and Administrative Committees. Joint student-faculty committees at OCE are eight in number, as follows:

Campus Welfare
Library
Book Store
Food Service
Student Conduct
Assemblies
Student Financial Aids
Academic Grievance (a subcommittee of the academic requirements committee)

Students were added to the student financial aids committee for the first time in 1968-69. The academic grievance committee was established in 1968-69 by vote of the faculty senate.

Student Conduct and Discipline

General Principles

The spirit of the principles of student conduct at OCE is expressed in the following statement taken from an OCE publication:

> The Oregon College of Education has a fundamental interest in the conduct of its students. The total development of students through a college experience involves a fusion of the learning process with the development of attitudes and standards of behavior. Consistent with intellectual and academic growth should be the development by students of attitudes of scholarly maturity, personal responsibility, and respect for others. Student attitudes should also reflect the goals of our democratic society, the standards of our academic community, and the individual's needs and aspirations.

Although individual student behavior does generally reflect credit on both the student and the College, in a collegiate environment unacceptable student behavior can occur. At such times the College treats the situation with the education of the student and the welfare of the academic community essentially in mind.

Basic to the beliefs and attitudes stated in the preceding paragraphs is a recognition of the fact that should a student be accused of some form of disruptive behavior, he has certain rights which will be respected. Among these are the assumptions that the student is innocent unless determined otherwise and that he has a right to a hearing, to knowledge of what offense he is accused, and to a full recital of the charges by his accuser.

Categories of Disruptive Behavior

Disruptive behavior is defined by OCE as follows:

1. Academic dishonesty.
2. Alcoholic beverages (possession or consumption of alcoholic beverages on the Oregon College of Education campus).
3. Acts of violence.
4. Theft.
5. Illegal entry.
6. Violation of national, state, and local laws.

This list is not all-inclusive since it is not possible to list here all potential violations. It is expected that students will behave in a manner that is most conducive to the greatest possible total development and growth of the individual and the academic community. When action is considered to be in violation of this goal, appropriate persons will initiate the disciplinary procedure as outlined.

Disciplinary Actions Defined

The following is OCE's definition of the disciplinary action to which students are subject if found guilty of disruptive behavior:

1. Warning - The penalty for disruptive behavior of a relatively minor nature; the student is warned that if this type of behavior is repeated, more severe disciplinary action will be taken.

2. Probation - The penalty for serious or continuously disruptive behavior. The student is permitted to continue at OCE but is subject to a more severe penalty if his disruptive behavior continues or recurs.

3. Suspension - The penalty for serious disruptive behavior. A suspended student is excluded from the College.

OCE notes that disciplinary action, unless otherwise indicated, "is for an indefinite period of time and is reviewed by the student and the dean of students at the close of the academic term in progress as to whether the action is to continue or be ended."

Hearing Process

It is not necessary here to set forth the detailed hearing procedures OCE has outlined for handling cases of alleged disruptive behavior. It suffices to point out one or two of the salient features.

- The student is given a choice between a hearing before the dean of students or a hearing before the student conduct committee, except in those rare instances when the dean determines that it would be advisable for the case to be heard by the student conduct committee. (The committee consists of two faculty members and two students, all appointed by the president of the College.)

- Hearings are conducted in an informal manner, although with care to assure the student the protection of due process.

- Students have the right of appeal to the president of the college from decisions of the committee or of the dean of students.

Policies Governing Mass Student Disorders

The student conduct committee and the judicial board of the associated students organization have, over recent months, been developing a recommended policy for dealing with mass student disorders in the unlikely event they should occur. The joint recommendations of these two cooperating bodies will shortly, we are told, be transmitted to the president of the College for his consideration.

Those interested in understanding more fully the student conduct program at OCE will find a review of the OCE documents available from the president's office rewarding.

Eastern Oregon College

Student Participation in Governance

The picture at EOC is one of active student involvement and of continuing joint efforts by faculty and students to build on this experience in the extension of meaningful faculty-student interrelationships.

- Student Government. Student government at EOC concerns itself principally with those matters that have traditionally been the responsibility of student government.

  The student senate has general supervision of "all Associated Student financial matters, all matters of establishment of student policy, and all other forms of legislative responsibility not otherwise delegated." The constitution of the Associated Students of Eastern Oregon College provides that:

  > The Senate shall have at least two committees: the Finance Committee with the Business Manager as chairman; and the Social Assembly with the Second Vice-President as chairman." The Social Assembly is responsible "for the coordination of all social events and for the arrangement and publication of a social calendar."

- General Convocations. Opportunities are provided at EOC from time to time for free and open discussion between students and faculty on matters of importance to the institution. For instance, at least once each term - sometimes oftener - the joint faculty-student coordinating committee (consisting of seven students and 26 faculty members) meets for the purpose of discussing in a free and unstructured way anything pertaining to the institution that either students or faculty wish to bring before the committee for consideration.

- Student Participation on Faculty and Administrative Committees. Beginning three years ago (1966), the student senate has each year been invited to nominate student representatives for appointment to the appointive faculty committees. In 1968-69 there were student representatives on the following such committees:

Committee	Students	Faculty
Academic Council	1	12
Administrative Committee	1	9
Assembly Committee	2	11
Athletic Committee	2	8
Coordinating Committee	7	26
Education Committee	1	19
Foreign Student	2	6

Committee (continued)	Students	Faculty
General Studies	1	11
Graduate Program	1	12
Homecoming Events	2	6
International Education	2	7
Instructional Services	2	9
Judiciary Committee	3	3
Student Personnel	2	6

Students on the foregoing committees are voting members. They are expected to bring to the committee a student viewpoint and to interpret the role and the activities of the committee to the student senate and to students generally.

Student Conduct and Discipline

For some months faculty and students have been assiduously engaged in the development of a statement of student rights and freedoms and a new student code. A preliminary draft of these materials is currently under consideration by the student senate and the general faculty of the College.

General Principles

From the aforementioned draft we take the following statement of general principles:

> Eastern Oregon College has a fundamental interest in the conduct of its students. The total development of students through a college experience involves a fusion of the learning process with the development of attitudes and standards of behavior. Consistent with intellectual and academic growth should be the development by students of attitudes of scholarly maturity, personal responsibility, and respect for others. Student attitudes should also reflect the goals of our democratic society, the standards of our academic community, and the individual's needs and aspirations.
>
> Although individual student behavior does generally reflect credit on both the student and the College, in the collegiate environment unacceptable student behavior can occur. At such times the College treats the situation with the education of the student and the welfare of the academic community essentially in mind.

Violations

EOC prefaces its statement of categories of disruptive behavior by noting that it is not possible to list all potential violations. It admonishes its students that it is the College's expectation that the student will comport himself in a manner that will be "most conducive to the greatest possible total development and growth of the individual and the academic community." The specific aspects of disruptive behavior defined by EOC in the draft statement is as follows:

- Academic dishonesty.
- Alcoholic beverages (possession or consumption of alcoholic beverages on campus).

- Acts of violence.
- Theft.
- Illegal entry.
- Interfering with the rights of others to use institutional facilities.
- Violation of national, state, and local laws not handled by civil authorities.

Sanctions

The draft student conduct code provides for the following disciplinary actions:

- Warning - applicable in those cases involving relatively minor violations. The student is warned that if this type of behavior is repeated, more severe disciplinary action will follow.

- Probation - applicable when student is guilty of serious or continuous disruptive behavior. The student is permitted to continue at EOC contingent upon his continuing good behavior.

- Suspension - applicable when student is guilty of seriously disruptive behavior. This sanction excludes the student from the College.

Disciplinary action, unless otherwise indicated, is for an indefinite period of time. Such action is reviewed by the student and the dean of students on petition of the student at the close of the academic term in progress, as to whether sanction is to continue or be terminated.

Procedures

EOC's proposed student conduct code seeks to assure the student of the rights of due process. He is presumed to be innocent until proven otherwise. He has right to a hearing, to knowledge of the offense of which he is accused, and "to a full recital of the charges by his accuser." He is assured of the right to be accompanied to the hearing by "a person of his choosing such as a fellow student, member of the faculty, parent, or minister."

A student against whom a violation is charged is notified by the dean of students' office of: the nature of the accusation, his rights, and the procedure to be followed in considering the charge. The student is given a choice between a hearing with the dean of students or with the judiciary committee (consisting of three faculty members and three students), except in those rare instances when the dean of students considers it advisable for the matter to be handled by the judiciary committee. The student may appeal the decision of the dean of students or the judiciary committee to the president of the College.

Statement of Student Rights and Freedoms

A significant development of recent date at EOC has been the development of a statement of student rights and freedoms patterned after a statement of the same title prepared in June, 1967 by representatives of the following national organizations: American Association of University Professors, U. S. National

Student Association, Association of American Colleges, National Association of Student Personnel Administrators, and National Association of Women Deans and Counselors. The EOC statement is similar to the national statement, reproduced in the appendix, pp. 51-58.

To those who wish a more complete understanding of the matters at EOC that are here alluded to, we suggest that they secure from EOC the basic documents from which our brief report is drawn.

Oregon Technical Institute

Student Participation in Governance

Oregon Technical Institute had made substantial strides toward offering to students opportunity to participate with faculty in those areas of the academic community's activities where the students would have most to contribute.

- Student Government. The student senate is the principal agency through which students exercise influence on student government. The responsibilities of the student senate, and of student government generally, at OTI are basically those with which student government has traditionally been charged.

- General Convocations. A major opportunity for open faculty-student discussion of matters of particular relevance to institutional governance is provided students and faculty at an opening workshop held at Diamond Lake at the beginning of each school year. Of several days' duration, it permits students and/or faculty to bring to the group for discussion matters that should be of mutual interest.

- Student Participation on Faculty and Administrative Committees. Students have membership on five of the faculty and administrative committees, as follows:

Committee	Students	Faculty
Student Discipline Appeals Commission	3	7
Traffic Commission	3	7
Facilities Planning Commission	1	8
Campus Store Commission	3	3
President's Commission on Student Government	6	6

A word in elaboration of the work of the President's Commission on Student Government is justified at this point. The commission was appointed by the president of OTI in October, 1967. It consisted of an equal number of students, faculty, and administrators. Following a year of study (1967-68), the constituency of the committee was altered, effective October, 1968, providing for six students and six representatives of faculty-administration. It was charged with "the preparation of a total student code to include revision of all existing provisions and organizational details." This work was under way when the Board's policy statement on institutional governance with special reference to students was issued in December, 1968. On March 4, 1969, a statement of Student Rights, Freedoms, and Responsibilities at Oregon Technical Institute was approved by the foregoing commission.

Student Conduct Program at OTI

From the OTI statement of Student Rights, Freedoms, and Responsibilities, referred to in the paragraph above, we take the following general statement which sets the tone for the total statement:

> Oregon Technical Institute is an academic community with membership consisting of students, faculty, and staff. The central purpose of this academic community is to provide the best possible atmosphere for learning and for extending the breadth and depth of knowledge, making such learning available to the benefit of society and to promote the development of mature, intellectually and socially responsible men and women. Free inquiry and free expression are essential attributes of this academic community. The responsibility to secure and respect general conditions conducive to the freedom to learn is shared by all members of the college. Students should be encouraged and should strive to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.
>
> The community requires a system of order supportive of the educational process which is the purpose of the college. Standards for this system of order which shall serve as guides for individual and collective action within this community are affirmed by the college in this Code of Conduct. Primary responsibility for preserving the system of order rests upon the individuals making up the community. Each individual must accept responsibility for his own actions and values and for recognizing that his actions and values reflect upon the whole community. Students must retain a respect for the rights and privileges of all other individuals and the academic community as a body. Implicit in the community's recognition of the rights of the individual is an obligation on the part of the individual to accept his responsibilities toward the community.
>
> The environment in which the purposes of Oregon Technical Institute can be most effectively pursued is one of freedom - of independent thought and liberal learning, where reason reigns, where divergence of views and opinion is supported, and where academic freedom is promoted and defended. In order to promote this environment, Oregon Technical Institute affirms the following rights, freedoms, and conditions.

There follow statements setting forth the rights and responsibilities of students under such headings as: access, rights as citizens, evaluation, expression, association, disclosure, due process. Space does not permit of our saying more of these provisions.

Violations

The general regulations governing student behavior (adopted March 4, 1969) provides that:

> These regulations apply to a student whenever he is on college property, attending a class or organization meeting, or a class

or organization-related function off campus. A student attending a function as an official representative of the college is expected to uphold the standards of the Code of Conduct.

Prohibited conduct is defined as follows:

- Obstruction or disruption of teaching, research, administration, disciplinary procedures or other college activities including the college's public service functions or other authorized activities.
- Obstruction of free flow of traffic, both pedestrian and vehicular.
- Unauthorized entry to or use of college facilities, including both buildings and grounds.
- Violations of college-established policies or regulations.
- Failure to comply with the direction of college officials acting in the performance of their duties.
- Possession and/or use of alcoholic beverages (including wine and beer), narcotics of any kind, or hallucinogenic and stimulant drugs.
- Theft of or damage to property of the college or of property of a member of the college community or the property of a visitor to the college.
- Illegal or unauthorized possession or use of firearms, explosives, dangerous chemicals, or other weapons.
- Disorderly conduct, physical abuse, or detention of any person or function, or conduct which endangers the health or safety of any person.
- Plagiarism, cheating, or other forms of academic dishonesty.
- Posting of material, including advertisements by members of the college community on bulletin boards, without clearance from the coordinator of campus activities for general posting or posting on student activity bulletin boards.

Sanctions

The college discipline board (consisting of three students and three faculty members, one of whom is a nonvoting representative of the office of student affairs who acts in the capacity of "committee investigator") is the body of original jurisdiction for disciplinary cases involving groups or individual students which the dean of students shall refer to it. In exceptional cases, according to the OTI statement, the dean of students

may suspend students temporarily with the understanding that the matter will be referred for final disposition to the college discipline board.

The board has authority to recommend disciplinary sanctions, suspension, or expulsion, or "such other action as the board may consider appropriate."

Procedures

The OTI student conduct code provides assurances to the student of his rights under due process, including but not limited to: (1) written notice to the student charged with misconduct setting forth the charge, informing him of his option to have the case heard by the college discipline board or the dean of students, the right to counsel, and the date, time and place of the hearing, (2) the right to examine witnesses against him at the hearing, to present evidence, to be informed in writing of the actions recommended in his case following the hearing, and (3) the right to petition for review or appeal the recommended action.

Appeal from such hearings is to the student-faculty appeals committee (three students, seven faculty members), and, from there to the president.

A residence hall discipline board (composed of six students selected by the intra-hall executive council and agreed upon by the resident hall staff and the head resident, and a non-voting professional staff member who acts in the capacity of investigator for the board, or, should the student request it, as the student's counsel), is charged with aiding the residence hall staff in "insuring student conduct that is beneficial to the development of an atmosphere of freedom necessary to provide a meaningful living and learning experience in the Residence Hall." The conduct code provides for guarantee to the student of due process in all of his relationships with the foregoing board. Minor violations in the residence halls are handled by the head resident in accordance with policies established by the resident hall discipline board.

Those interested in understanding more fully OTI's policies and procedures for involving students in governance activities and for establishing and maintaining appropriate standards for student conduct would do well to secure from the president's office copies of the basic documents to which this brief report have made reference.

APPENDIX

The following joint statement is the basis for deliberations in a number of the state system institutions in which student-faculty efforts are being made to develop a statement of students rights, freedoms, and responsibilities. After discussions extending over several months, the OSU, PSU, EOC, and OTI student senates and faculty senates have approved statements on student rights, freedoms, and responsibilities patterned after the joint statement below.

JOINT STATEMENT ON RIGHTS AND FREEDOMS OF STUDENTS[1]

Since 1960, the American Association of University Professors has given increased attention to problems relating to the academic freedom of students. This effort, authorized by the Council and conducted under the auspices of Committee S, culminated in the formulation and publication of a Statement on the Academic Freedom of Students (AAUP Bulletin, Winter, 1965). This statement, tentative in nature, was approved in principle by the Council at its fall meeting in 1965. At the same time, the Council authorized Committee S to initiate discussions with representatives of other interested educational organizations in the hope that mutual interest and concurrent developments might result in the formulation of a joint statement on student rights and responsibilities.

In November, 1966, 33 representatives from 10 national educational organizations met in Washington, D. C., to discuss this subject and to explore the feasibility of reaching a consensus. The conferees concluded their exploratory discussions by concurring in a proposal to establish a joint committee to draft a statement for possible joint endorsement.

The joint drafting committee, comprised of representatives from the American Association of University Professors, U. S. National Student Association, Association of American Colleges, National Association of Student Personnel Administrators, and National Association of Women Deans and Counselors, met in Washington in June, 1967, and drafted the Joint Statement on Rights and Freedoms of Students published below. The multilateral approach which produced the Joint Statement was also projected, on a tentative basis, to the complicated matter of implementation and enforcement, with the joint drafting committee recommending (a) joint efforts to promote acceptance of the new standards on the institutional level, (b) the establishment of machinery to facilitate continuing joint interpretation, (c) joint consultation before setting up any machinery for mediating disputes or investigating complaints, and (d) joint approaches to regional accrediting agencies to seek embodiment of the new principles in standards for accreditation.

The Joint Statement on Rights and Freedoms of Students has been submitted to various organizations for appropriate action. The U. S. National Student Association officially endorsed the Joint Statement at its Congress in August, 1967. On October 27, 1967, the Council of the American Association of University Professors approved the statement. The membership of the American Association of University Professors will be asked to give a concurring endorsement at the Fifty-fourth Annual Meeting. Other organizations, including AAC, NASPA, and NAWDC, are expected to take appropriate action during the forthcoming year.

[1] AAUP Bulletin (Winter, 1967), pp. 365, 368.

Preamble

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Institutional procedures for achieving these purposes may vary from campus to campus, but the minimal standards of academic freedom of students outlined below are essential to any community of scholars.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility.

The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the academic community. Each college and university has a duty to develop policies and procedures which provide and safeguard this freedom. Such policies and procedures should be developed at each institution within the framework of general standards and with the broadest possible participation of the members of the academic community. The purpose of this statement is to enumerate the essential provisions for student freedom to learn.

I. Freedom of Access to Higher Education

The admissions policies of each college and university are a matter of institutional choice provided that each college and university makes clear the characteristics and expectations of students which it considers relevant to success in the institution's program. While church-related institutions may give admission preference to students of their own persuasion, such a preference should be clearly and publicly stated. Under no circumstances should a student be barred from admission to a particular institution on the basis of race. Thus, within the limits of its facilities, each college and university should be open to all students who are qualified according to its admission standards. The facilities and services of a college should be open to all of its enrolled students, and institutions should use their influence to secure equal access for all students to public facilities in the local community.

II. In the Classroom

The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

A. Protection of Freedom of Expression

Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

B. Protection Against Improper Academic Evaluation

Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

C. Protection Against Improper Disclosure

Information about student views, beliefs, and political associations which professors acquire in the course of their work as instructors, advisers, and counselors should be considered confidential. Protection against improper disclosure is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student.

III. Student Records

Institutions should have a carefully considered policy as to the information which should be part of a student's permanent educational record and as to the conditions of its disclosure. To minimize the risk of improper disclosure, academic and disciplinary records should be separate, and the conditions of access to each should be set forth in an explicit policy statement. Transcripts of academic records should contain only information about academic status. Information from disciplinary or counseling files should not be available to unauthorized persons on campus, or to any person off campus without the express consent of the student involved except under legal compulsion or in cases where the safety of persons or property is involved. No records should be kept which reflect the political activities or beliefs of students. Provisions should also be made for periodic routine destruction of noncurrent disciplinary records. Administrative staff and faculty members should respect confidential information about students which they acquire in the course of their work.

IV. Student Affairs

In student affairs, certain standards must be maintained if the freedom of students is to be preserved.

A. Freedom of Association

Students bring to the campus a variety of interests previously acquired and develop many new interests as members of the academic community. They should be free to organize and join associations to promote their common interests.

1. The membership, policies, and actions of a student organization usually will be determined by vote of only those persons who hold bona fide membership in the college or university community.

2. Affiliation with an extramural organization should not of itself disqualify a student organization from institutional recognition.

3. If campus advisers are required, each organization should be free to choose its own adviser, and institutional recognition should not be

withheld or withdrawn solely because of the inability of a student organization to secure an adviser. Campus advisers may advise organizations in the exercise of responsibility, but they should not have the authority to control the policy of such organizations.

4. Student organizations may be required to submit a statement of purpose, criteria for membership, rules of procedures, and a current list of officers. They should not be required to submit a membership list as a condition of institutional recognition.

5. Campus organizations, including those affiliated with an extramural organization, should be open to all students without respect to race, creed, or national origin, except for religious qualifications which may be required by organizations whose aims are primarily sectarian.

B. Freedom of Inquiry and Expression

1. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately. They should always be free to support causes by orderly means which do not disrupt the regular and essential operation of the institution. At the same time, it should be made clear to the academic and the larger community that in their public expressions or demonstrations students or student organizations speak only for themselves.

2. Students should be allowed to invite and to hear any person of their own choosing. Those routine procedures required by an institution before a guest speaker is invited to appear on campus should be designed only to insure that there is orderly scheduling of facilities and adequate preparation for the event, and that the occasion is conducted in a manner appropriate to an academic community. The institutional control of campus facilities should not be used as a device of censorship. It should be made clear to the academic and larger community that sponsorship of guest speakers does not necessarily imply approval or endorsement of the views expressed, either by the sponsoring group or the institution.

C. Student Participation in Institutional Government

As constituents of the academic community, students should be free, individually and collectively, to express their views on issues of institutional policy and on matters of general interest to the student body. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs. The role of the student government and both its general and specific responsibilities should be made explicit, and the actions of the student government within the areas of its jurisdiction should be reviewed only through orderly and prescribed procedures.

D. Student Publications

Student publications and the student press are a valuable aid in establishing and maintaining an atmosphere of free and responsible discussion and of

intellectual exploration on the campus. They are a means of bringing student concerns to the attention of the faculty and the institutional authorities and of formulating student opinion on various issues on the campus and in the world at large.

Whenever possible the student newspaper should be an independent corporation financially and legally separate from the university. Where financial and legal autonomy is not possible, the institution, as the publisher of student publications, may have to bear the legal responsibility for the contents of the publications. In the delegation of editorial responsibility to students the institution must provide sufficient editorial freedom and financial autonomy for the student publications to maintain their integrity of purpose as vehicles for free inquiry and free expression in an academic community.

Institutional authorities, in consultation with students and faculty, have a responsibility to provide written clarification of the role of the student publications, the standards to be used in their evaluation, and the limitations on external control of their operation. At the same time, the editorial freedom of student editors and managers entails corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo. As safeguards for the editorial freedom of student publications the following provisions are necessary:

1. The student press should be free of censorship and advance approval of copy, and its editors and managers should be free to develop their own editorial policies and news coverage.

2. Editors and managers of student publications should be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes should editors and managers be subject to removal and then by orderly and prescribed procedures. The agency responsible for the appointment of editors and managers should be the agency responsible for their removal.

3. All university published and financed student publications should explicitly state on the editorial page that the opinions there expressed are not necessarily those of the college, university, or student body.

V. Off-campus Freedom of Students

A. Exercise of Rights of Citizenship

College and university students are both citizens and members of the academic community. As citizens, students should enjoy the same freedom of speech, peaceful assembly, and right of petition that other citizens enjoy and, as members of the academic community, they are subject to the obligations which accrue to them by virtue of this membership. Faculty members and administrative officials should insure that institutional

powers are not employed to inhibit such intellectual and personal development of students as is often promoted by their exercise of the rights of citizenship both on and off campus.

B. Institutional Authority and Civil Penalties

Activities of students may upon occasion result in violation of law. In such cases, institutional officials should be prepared to apprise students of sources of legal counsel and may offer other assistance. Students who violate the law may incur penalties prescribed by civil authorities, but institutional authority should never be used merely to duplicate the function of general laws. Only where the institution's interests as an academic community are distinct and clearly involved should the special authority of the institution be asserted. The student who incidentally violates institutional regulations in the course of his off-campus activity, such as those relating to class attendance, should be subject to no greater penalty than would normally be imposed. Institutional action should be independent of community pressure.

VI. Procedural Standards in Disciplinary Proceedings

In developing responsible student conduct, disciplinary proceedings play a role substantially secondary to example, counseling, guidance, and admonition. At the same time, educational institutions have a duty and the corollary disciplinary powers to protect their educational purpose through the setting of standards of scholarship and conduct for the students who attend them and through the regulation of the use of institutional facilities. In the exceptional circumstances when the preferred means fail to resolve problems of student conduct, proper procedural safeguards should be observed to protect the student from the unfair imposition of serious penalties.

The administration of discipline should guarantee procedural fairness to an accused student. Practices in disciplinary cases may vary in formality with the gravity of the offense and the sanctions which may be applied. They should also take into account the presence or absence of an honor code, and the degree to which the institutional officials have direct acquaintance with student life, in general, and with the involved student and the circumstances of the case in particular. The jurisdictions of faculty or student judicial bodies, the disciplinary responsibilities of institutional officials, and the regular disciplinary procedures, including the student's right to appeal a decision, should be clearly formulated and communicated in advance. Minor penalties may be assessed informally under prescribed procedures.

In all situations, procedural fair play requires that the student be informed of the nature of the charges against him, that he be given a fair opportunity to refute them, that the institution not be arbitrary in its actions, and that there be provision for appeal of a decision. The following are recommended as proper safeguards in such proceedings when there are no honor codes offering comparable guarantees.

A. Standards of Conduct Expected of Students

The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission and its community

life. These general behavioral expectations and the resultant specific regulations should represent a reasonable regulation of student conduct but the student should be as free as possible from imposed limitations that have no direct relevance to his education. Offenses should be as clearly defined as possible and interpreted in a manner consistent with the aforementioned principles of relevancy and reasonableness. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available body of institutional regulations.

B. Investigation of Student Conduct

1. Except under extreme emergency circumstances, premises occupied by students and the personal possessions of students should not be searched unless appropriate authorization has been obtained. For premises such as residence halls controlled by the institution, an appropriate and responsible authority should be designated to whom application should be made before a search is conducted. The application should specify the reasons for the search and the objects or information sought. The student should be present, if possible, during the search. For premises not controlled by the institution, the ordinary requirements for lawful search should be followed.

2. Students detected or arrested in the course of serious violations of institutional regulations, or infractions of ordinary law, should be informed of their rights. No form of harassment should be used by institutional representatives to coerce admissions of guilt or information about conduct of other suspected persons.

C. Status of Student Pending Final Action

Pending action on the charges, the status of a student should not be altered, or his right to be present on the campus and to attend classes suspended, except for reasons relating to his physical or emotional safety and well-being, or for reasons relating to the safety and well-being of students, faculty, or university property.

D. Hearing Committee Procedures

When the misconduct may result in serious penalties and if the student questions the fairness of disciplinary action taken against him, he should be granted, on request, the privilege of a hearing before a regularly constituted hearing committee. The following suggested hearing committee procedures satisfy the requirements of procedural due process in situations requiring a high degree of formality.

1. The hearing committee should include faculty members or students, or, if regularly included or requested by the accused, both faculty and student members. No member of the hearing committee who is otherwise interested in the particular case should sit in judgment during the proceeding.